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ABSTRACT

This collection includes over 60 annotations on mentorship, specifically a one-to-one relationship, from more than a dozen databases. The articles, mostly published within the last five years, are organized into five sections that present the annotations relating to mentorship (1) for youth, (2) on the college campus, (3) as an aspect of adult development, (4) in the business world, and (5) specifically for women professionals. For each article, the following information is provided: title, author(s), source (journal, magazine, book), date of publication, and annotation. If the source is a journal or magazine, the volume number and page numbers are provided. (YLB)

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Mentorship: An Annotated Bibliography

By Judith Thompson Cook
Kendra R. Bonnett

The concept of mentorship, perhaps the oldest teaching relationship, has attracted increasing attention over the last several years and is discussed widely in both professional and popular literature. The term "mentor" originated in the writings of Homer. It was Odysseus who, during his long absence, chose Mentor to be the guardian and tutor of his son Telemachus. From this, mentor came to mean "trusted counselor or guide," but more recently it has been used to denote a friend, effective leader, role model, or one who offers career guidance.

Mentorship is related to both youth and adult development. The practice of adults serving as mentors to youth has a long history. Although those relationships were often informal, they now are beginning to become institutionalized and are being discussed in relation to various youth issues. The writings concerning youth included herein approach mentorship as a component of experiential learning, as the basis of alternative education programs, and as a solution to problems of the youth-to-adult transition. More specifically, mentorship for youth is seen as a strategy in career development in which young people of all ages are linked to working adults who provide information, guidance, and exposure to a variety of occupations and serve as role models of adult workers.

According to the literature, the presence of a mentor in an adult's life is an equally important aspect of adult development. The majority of the writings in this area relate mentorship to career development, as reflected in articles concerning characteristics of an effective workplace mentor, mentorship as a factor in upward mobility, and mentoring as a process in organizational development. Heightened interest in women's careers is evidenced by numerous articles proposing mentorship as a strategy for solving the unique problems that women face and for helping them reach their career goals.

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A survey of the articles reveals that mentorship is being approached by writers in a variety of fields whose use of terminology is inconsistent. The term "mentor" connotes different things even to writers in the same field of study. The person receiving the guidance of a mentor is referred to variously as protégé,* student, and mentee (a term coined by recent writers). Despite inconsistencies in terminology, some of the ideas expressed in the articles appear applicable across groups of people (or at least to provide a point of departure from which to approach mentorship for another group). Writings about mentorship for women, for example, may provide insights pertinent to mentoring teenaged girls; similarly, certain personal qualities of the mentor may serve well across diverse settings and populations.

The collection of annotations reflects an extensive investigation of the literature. A computer search was made of more than a dozen data bases that together represent writings in hundreds of journals and magazines. These data bases list citations from a variety of fields, including general, vocational, and special education; social, developmental, and educational psychology; guidance and counseling; sociology; women's studies; business management; and other related social sciences.

From the hundreds of articles uncovered, those included for annotation have mentorship as a primary focus (with one exception, all use the term "mentor") and describe a one-to-one relationship. Reflecting both the recent interest in the topic and the currentness of the search, the vast majority of articles annotated were published within the last five years, over a third in 1980 or 1981. They are organized into five sections that present the annotations relating to mentorship 1) for youth, 2) on the college campus, 3) as an aspect of adult development, 4) in the business world, and 5) specifically for women professionals.

The bibliography is an outgrowth of a study of workplace mentorship currently being conducted by the Experience-Based Learning Project, Far West Laboratory for Educational Research and Development. This project has as its focus the skills, attitudes, and experiences that constitute the employability of youth and adults.

July 1981

*Protégé refers to men or to men and women collectively; protégée is used when referring exclusively to women.

Adult Mentors Guiding Youth

"On Mentorship." Edward Wynne. In New Models for American Education, James Guthrie and Edward Wynne, eds. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.

The article emphasizes that, though they receive more formal schooling than any other generation in history, the youth of our society are still ignorant of aspects of life that cannot be taught effectively in school. Wynne calls upon adults outside the schools to become mentors to young people and shares his views on the goals and parameters of these mentorships. He provides an historical perspective on education in this country to reinforce his major point, that mentorship can increase public involvement in the education system and transmit to youth the "informal knowledge" they need to become mature citizens. The article provides a persuasive argument for the widespread use of mentorship as an essential element in the education of youth.

The Sorcerer's Apprentice: A Case Study in the Role of the Mentor. Bruce O. Boston. Reston, Virginia: Council for Exceptional Children, 1976, 38 p. Available from EDRS,* ED 126 671.

To a greater extent than any other writing on the subject, the article discusses in depth the dynamics of the mentor/student relationship. Boston investigates, as a case study in mentorship, the relationship between the sorcerer don Juan and the student Carlos Castaneda as portrayed in Castaneda's four books about his 14-year apprenticeship with the old Indian. This relationship, in Boston's words, "represents a distillation of ideal possibilities to which mentors can aspire." Using this case study, the author discusses the norms to which mentor and pupil subscribe, what is expected of the pupil, and the responsibilities of the mentor. Implications are then drawn from this analysis to mentorships for gifted and talented students. Stressing the importance of experiential learning, Boston makes suggestions about the selection of and the match between mentor and student and shows how program structure can promote effective mentorship. The article is an excellent resource for those interested in the process of mentoring and/or in going beyond traditional programmatic considerations to preserve "the privileged character of the mentor/student relationship."

"The Origins of Alienation." Urie Bronfenbrenner. Scientific American, 1974, V. 231, 53-61.

Though the article does not mention mentoring per se, Bronfenbrenner makes a strong case for the importance to the child development process of meaningful contact with adults. Citing isolation of children from the world of work as one significant effect of our age-segregated society, he asserts that young people should be exposed to adults at work and themselves begin to work along with the adults in meaningful tasks. The resulting interaction is offered, along with other innovations, as a way to reduce alienation and better integrate the child into society.

Mentoring for the 80's. Kendra R. Bonnett. San Francisco: Far West Laboratory for Educational Research and Development, 1981, 4 p.

The author describes briefly the economic, social, and cultural conditions that have developed since World War II and have had a significant affect on youth and the family in general. Working parents and divorce, for example, have cut young people off from adults and much of the guidance and training helpful in making the transition from youth to adult. Workplace mentorship is suggested as one way to counter this situation. This is a special one-to-one relationship between an interested youth and a working adult, who offers the youth attitudes and values in preparation for the adult workplace. The article concludes with four short descriptions of programs offering workplace mentorship.

"Wanted." National Commission on Resources for Youth, Inc. Resources for Youth, Special Issue, Spring 1980, V. 9, 1-6.**

The article looks at some of the issues confronting adult facilitators who serve as role models and mentors in programs that allow youth to control their own projects. These issues include developing confidence in the ability of youth, facing criticism from other adults, and gaining the support of the youth. The author offers suggestions to alleviate some of the problems and addresses questions faced by adult facilitators.

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**Resources for Youth newsletters are available from the National Commission on Resources for Youth, Inc., 36 West 44th Street, New York, NY, 10036, phone (212) 840-2844.

"The Mentor Academy Program: Educating the Gifted/Talented for the 80's." Ted Runions. Gifted Child Quarterly, Fall 1980, V. 24, 152-157.

The author begins by discussing societal conditions that, in the 80's, will challenge educators to develop innovative models for quality education. He then reviews insights from the literature on tutoring and compares tutoring to mentoring. The article ends with a description of the Mentor Academy Program, a model for involving mentors in the education of gifted/talented high school students, who themselves become mentors to younger students. Mentoring is discussed as a people-centered process, as part of a new approach to education, and as the core of an alternative program that develops new avenues of learning and personal growth in high achievers.

"A Mentor Program--Possibilities Unlimited." Helaine D. Sweet. Gifted/Creative/Talented Children, November-December 1980, V. 15, 40-43.

Public school officials and community volunteers in a town of 25,000 students have established a mentor program for gifted and talented students in grades kindergarten through twelve. The author details criteria for program participation, which include numerous subjective assessments as well as objective test scores, and discusses recruiting mentors and making the match between mentor and student. The three kinds of enrichment experiences offered by the program are related to the various grade levels involved. A nomination form for student participation, a performance contract, and evaluation forms are presented.

"The 'Mentor' and Child-Agents of Reciprocal Change." Leonard Smith. Doctoral dissertation, Nova University, 1975, 177 p. Available from EDRS,* ED 113 359.

This monograph presents a thorough description of how teachers became nonacademic mentors to seventh graders. In a middle-school experiment, half of the 240 seventh-grade students entered a Mentor Program in which they met with selected teachers outside the traditional classroom environment during one school year; the other 120 students received no special treatment. Pre- and posttests were used to assess attitudes of all 240 students. Teachers involved in the program improved their classroom behavior, and the perception of teachers on the part of the program's students was enhanced.

"A Unique Learning Opportunity for Talented High School Seniors." Sharon Colson, Christopher Borman, and William Nash. Phi Delta Kappan, April 1978, V. 59, 542-3.

"Career Guidance for Gifted and Talented Students." Christopher Borman, William Nash, and Sharon Colson. Vocational Guidance Quarterly, September 1978, V. 27, 72-76.

"Career Education for Gifted and Talented Students: A Senior High School Model." William Nash, Christopher Borman, and Sharon Colson. Exceptional Children, February 1980, V. 46, 404-5.

Each of the three articles cited above discusses the same program of career education for gifted and talented high school seniors. The first article describes the initial year of program implementation, the second emphasizes criteria by which participants were selected and the guidance component of the program, and the third reports on the model after three years of development and refinement. Each article discusses the model's three phases, 1) Guidance Laboratory Experience, 2) Mentorship Laboratory Experience, and 3) Working Internship Experience. In the mentorship phase, students are matched with faculty at a local college or university with whom they participate in professional activities. (More detailed reports of this model can be found in EDRS.* See ED 165 382 for a comprehensive program description, ED 165 383 for the project's final report, and ED 165 384 for the implementation handbook.)

Mainstreaming the Gifted: High Potential Program. Ray Kley and Ann Fazzini. Paper presented to the National Association of Secondary School Principals, Miami, FL, January 1980, 14 p. Available from EDRS,* ED 193 878.

The paper describes a mentor program for gifted students in junior high school. The authors discuss the coordinating teacher's role in finding mentors to guide students and in making arrangements that will allow the pair to work together. Categories of people from which mentors can be recruited are outlined. Criteria for participant selection, admission forms, and material sent to students' parents are appended.

"An Apprentice-Mentor Program for Gifted Students." Lila Booth. Education Digest, December 1980, V.46, 38-40.

The author describes the success she has had with "Challenge," an apprentice-mentor program for seventh- and eighth-grade gifted students. She tells how the program motivated the students to develop more positive and enthusiastic attitudes toward learning. Briefly, she describes the steps involved in designing and implementing "Challenge." This article is a condensed version of a report from the Roeper Review (September - October 1980).

"Mentorship for the Gifted and Talented: Some Practical Considerations." Bruce D. Mattson. Gifted/Creative/Talented Children, May - June 1979, V. 8, 34-5.

The author refers to the increasing use of mentorship as a strategy in the education of gifted and talented students and stresses the importance of community involvement in this effort. He then lists a number of guidelines which planners of mentorship programs should follow to avoid problems that might arise from the use of community volunteers as mentors.

"Resources for Youth Reports." National Commission on Resources for Youth, Inc. Resources for Youth, Winter 1980, V.10 (2), 9-10.**

The National Commission on Resources for Youth has compiled a list of reports in their newsletter. These reports include descriptions of programs featuring youth working with adults at worksites and in the community in general. Prices and an order form are included.

"What's My Line? An In-Depth Experience with Professional Occupations." Paula Digenakis and Jo Miller. Gifted/Creative/Talented Children, May-June 1979, V. 8, 14-16, 18-19.

The article describes a career awareness unit that provides third- to fifth-grade students with the opportunity to increase their knowledge of occupations. After researching occupations and choosing one for in-depth study, each student engages in a one-to-one relationship with a mentor in that field and experiences the work firsthand.

"Mentorships: What Are They? Who Needs Them?" "How to Find Good Mentors." National Commission on Resources for Youth, Inc. Resources for Youth, February 1978, V. 7, 1-3.**

The two brief articles define mentorship and review some of the personal and professional characteristics of a good mentor. The second article stresses the importance of making a good match between the mentor and the student and delineates the role of the program coordinator in a mentorship relationship.

"Mentors Open New Careers and Hobby Vistas for Youth." Robert D. Bridges. Phi Delta Kappan, November 1980, V. 62, 199.

A teacher expresses what he considers to be a critical need for career awareness among his gifted fifth- and sixth-grade students. To introduce the students to various careers and hobbies, he invited parents and close friends to serve as mentors and share their expertise. The article briefly describes how the mentor program was designed and implemented.

Community-Based Mentorships for Gifted and Talented. Final Report. National Commission on Resources for Youth, Inc. New York, 1977, 44 p.** Available from EDRS,* ED 150 794.

The report contains summary descriptions of 11 model programs offering community-based mentorships for secondary-level gifted and talented youth. It includes the criteria used to select model programs and gives a good definition of a mentor. Evaluation information, based on observation and anecdotes from each program, is summarized. Appended are discussions of youth participation, statistics showing the numbers of students and teachers involved in the mentorship programs, and sample anecdotal material.

Mentorship on the College Campus

"The Mentor Link: Bridging Education and Employment." Susan M. Lynch. Journal of College Placement, Fall 1980, V. 49, 44-47.

In a thorough treatment of the subject of campus mentorship, the author describes a pilot program in which 50 women in their junior year of college were matched with professional women in the community who served as their mentors. Recruitment and matching of mentors and students, conferences and Mentor Days held in conjunction with the program, and the students' evaluation of the experience are discussed. Differences between an appropriate and inappropriate student/mentor match are highlighted in a discussion of ways in which students benefited from program participation. The author relates the program to other writings on mentorship and presents ideas about what a mentor can and cannot be to a young person.

Prospects and Methods for Interpersonal Studies. Institutional Report No. 2. Empire State College. Revised Edition. Miriam Tatzel. Princeton: Cooperative Assessment of Experiential Learning Project, 1977, 66 p. Available from EDRS,* ED 148 847.

The report describes various features of Empire State College's interpersonal studies curriculum and the types of students likely to pursue such programs. The mentor-student relationship, an important aspect of interpersonal studies, is explained in detail in chapter three.

The Empire State College Mentor: An Emerging Role. A. Paul Bradley. Saratoga Springs: Empire State College, Office of Research and Education, 1975, 63 p.

The report illustrates the role, the responsibilities of, and the opportunities available to faculty mentors in individualized education at the college level. Findings are based on interviews with and observations of mentors conducted at Empire State College. It presents the emerging mentor role, its satisfactions, and its problems. Several instruments used in the data collection are included.

A Role for Faculty in Contract Learning: Toward a Theory of Nontraditional Faculty Development. A. Paul Bradley. Paper presented at the National Conference on Higher Education, Chicago, Illinois, March, 1975, 17 p. Available from EDRS,* ED 111 307.

The paper defines the role of the mentor in postsecondary education and describes the developmental stages that the instructors who become mentors pass through as they adjust to a nontraditional learning environment. The author hopes that awareness of these stages will accelerate progress through them, as prospective mentors will know what they may encounter. The study is based on interviews with faculty mentors at Empire State College.

The New Professional: A Report on Faculty in Individualized Education. A. Paul Bradley. Saratoga Springs, New York: Empire State College, 1978, 60 p. Available from EDRS,* ED 181 770.

The monograph presents a comprehensive view of postsecondary individualized education, including criteria by which such programs are characterized, faculty activities, and descriptions of several programs. In these individualized programs, instructors become mentors to students, a role considerably more diverse than that of a traditional faculty member. The author describes the developmental stages that instructors go through as they make the change to becoming mentors. This delineation of stages updates an earlier appraisal (see Bradley, 1975, above).

Doing Humanities in an Individualized Instruction/Self-Study College Environment. Robert N. Seidel. Rochester: State University of New York, Empire State College, Genesee Valley Learning Center, 1975, 31 p. Available from EDRS,* ED 143 566.

Seidel describes both the mentor-student relationship and the mentor's role in a college history course designed as a self-study program. The instructor is a mentor who acts as a mediator between the student and the abstract world of scholarship, guiding the student to the best literature, teaching the research skills required of a good scholar, and fostering a supportive learning environment. Although specifically concerned with history, the concepts in this paper are applicable to guided self-study in many disciplines.

Mentors have Consequences and Reap Returns in Biochemistry. Robert McGinnis and J. Scott Long. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA, April 1980, 18 p. Available from EDRS,* ED 193 082.

In addition to reinvestigating the possible measurable effects of major professor mentors on their students' productivity and success, the authors explore the value of the experience for the mentors themselves. Their analysis and interpretations are based on a study of selected male biochemists. With the exception of increased postdoctoral research productivity, results indicate no visible mentor effects. The mentors themselves, however, are found to gain increased visibility in educational circles through the subsequent productivity of their students.

Training Educational Opportunity Researchers: Some Sobered Thoughts on Mentoring, Some Optimistic Thoughts on Community. Bari Watkins. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA, April 1980, 11 p. Available from EDRS,* ED 193 322.

The paper describes a postdoctoral training program for women and minorities in educational research that was originally designed following the mentoring model. Experience with this model led to the discovery that the mentor/protégé relationship does not allow for the mutual teaching and learning essential in a new field. The author proposes a program built on collective work and cooperation in which "we are all students as we are all mentors."

Pilot Training Program with a Postdoctoral Internship in Institutional Research. John E. Stecklein. Minneapolis: Minnesota University, Bureau of Instructional Research, 1967, 37 p. Available from EDRS,* ED 021 810.

Stecklein describes the Institutional Research Council of Eleven (IRCE) postdoctoral internship programs, designed to help educators establish a research operation at their own institution. Interns received on-the-job experience in the areas of academic programs, personnel, students, and finances. Mentors worked with interns on selected projects and later evaluated the interns' progress.

Women in Academia: Faculty Sponsorship, Informal Social Sanctions and Career Success. Susan M. Cameron. Ann Arbor: Michigan University, Center for the Study of Higher Education, February 1978, 24 p. Available from EDRS,* ED 153 557.

Cameron's article is based on her research concerning the relationship between sponsorship (or mentorship) and career success among faculty women and men. Taking a sample of 133 faculty members (64 women and 69 men) from nine universities, she measured their later success in terms of publication rate, grants received, professional collaboration, and network involvement. The results suggest that having a faculty sponsor does not necessarily make a difference. Women faculty members invariably publish somewhat less and are not included in networks that lead to publishing to the extent that men are. They are, however, as successful as their male colleagues in the areas of collaboration and grants received.

Educational Research Internship: Women and Minority Junior Faculty. A Feasibility Study. Dorothy J. Jackson and Kenneth J. Pitterle. Philadelphia: Pennsylvania University, Higher Education Resource Services, 1978, 81 p. Available from EDRS,* ED 167 004.

The paper reviews the results of a feasibility study concerning an internship program for women and minority faculty that encouraged them to be educational researchers. Interns had mentors among the senior faculty who worked closely with them, and these relationships were quite successful. The authors list important program characteristics as well as shortcomings and difficulties in other existing internship programs. A literature review and study procedures are included.

Federally Sponsored Mentorship Programs to Increase the Participation of Women and Minorities in Educational Research and Development. Sharon Artis. Washington, D.C.: National Institute of Education, 1979, 13 p. Available from EDRS,* ED 197 000.

The author discusses three types of university-level mentorship programs, sponsored by the National Institute of Education, that were designed to facilitate postgraduate employment of women and minorities in educational research and development. Variation among the individual mentor relationships, long distance and multiple mentorships, and outcomes that may accrue to a student from a successful mentorship are presented.

Women Administrators: Careers, Self-Perceptions, and Mentors. Marilyn M. Hepner and Linda M. Faaborg. 1979, 45 p. Available from EDRS,* ED 193 782.

The report records and analyzes the responses of 90 women administrators to questions concerning influences on their career, professional mobility, and self-perception. Mentors were among the influences the women mentioned. The authors, in response, focused on the issues of a mentor system for graduate students and mentoring within the university structure. They compared mentoring in its ideal, textbook form with the realities found on campus.

Mobility and Mentoring: Indications from a Study of Women Administrators. Kathryn M. Moore and Mary Ann Danowitz Sangaria. Paper presented at the National Conference of the American Association for Higher Education, Washington, D.C., April 1979, 30 p. Available from EDRS,* ED 177 975.

The study compares the career and professional socialization patterns of top women administrators in higher education to that of males holding similar positions. The 89 women responding to the questionnaire were classified into three position categories--major academic, middle academic, and major support. Only about a third of major academic women respondents indicated that mentors played an important role in their careers, while about half of the women in the other two categories reported significant mentorship experiences. Although the study provides some interesting data, the sample is too small and too specific to permit generalizations to other categories of professionals.

"Academic Administrative Internships." Thomas M. Stauffer. New Directions for Higher Education, 1978, Vol. 6, 83-93.

The article stresses the advantages of internships for educators wanting to make a mid-career change into university academic administration. A key feature of the American Council on Education's Fellow Program in Academic Administration is mentorship. The author highlights the way an intern/mentor relationship works and describes its benefits.

The Effect of Same-Sex and Cross-Sex Role Models Upon the Subsequent Academic Productivity of Scholars. Elyse Goldstein. Paper presented at the Annual Meeting of the Eastern Psychological Association, Washington, D.C., March 1978, 14 p. Available from EDRS,* ED 163 358.

The author analyzes the academic productivity of male Ph.D.'s who had male advisors, female Ph.D.'s who had female advisors, and male and female Ph.D.'s who had advisors of the opposite sex. Scholars in the two same-sex role model categories published more research than students in the two cross-sex categories. Advantages of providing same-sex role models are discussed.

Mentorship's Place in Adult Development

"Volunteers as Mentors for Abusing Parents: A Natural Helping Relationship." Virginia Withey, Rosalie Anderson, and Michael Lauderdale. Child Welfare, December 1980, V. 59, 637-644.

The mentoring relationship is discussed as a model for child abuse programs in which volunteers help abusive parents improve their functioning. Drawing on the work of Levinson (annotated here) and other adult development theorists, the authors explain how mentoring can meet the developmental needs both of abusive parents and of volunteers (mentors), while it helps to fulfill the purpose of the agencies that link these two groups. The article presents a rationale for and a description of how adults can participate in a mentoring relationship outside the workplace environment.

"Growing up With the Dream." Daniel J. Levinson. Psychology Today, January 1978, 20-31, 89.

The article, which is taken from Levinson's book The Seasons of a Man's Life (Alfred A. Knopf, 1978), asserts that finding a mentor to guide him is one of the four main developmental tasks young men face during the early stage of adult life. This mentor relationship, which can develop at work or can involve a significant adult in another setting, is discussed in terms of how it provides a transitional figure who "helps to define the newly emerging self in its newly discovered world." Based on interviews with 40 adult males, Levinson's comments place mentorship in the context of adult development, including but not restricted to the aspect of career progress. (The article includes almost all of the book's discussion of mentorship per se, though the book provides rich anecdotal detail relevant to the topic.)

"The Mentoring Dynamic in the Therapeutic Transformation." Arthur Burton. The American Journal of Psychoanalysis, Summer 1977, V. 37, 115-122.

Using the term "mentor" in its dynamic rather than its educational sense, the author cites the work of Levinson (annotated here) as well as his own study of adult transitions, and asserts that adult adiustment depends in part on proper development of peer relationships, of which mentoring is an important component. He portrays the mentor role in its psychodynamic sense and explains how the mentoring dynamic eventually can become part of the therapist/patient relationship. Also discussed is the way in which a "non-therapist" mentor can provide a way for the mentee "to find adult individuation--that is, to be able to love and to work." This article goes beyond the oft-cited behaviors and rewards associated with mentoring, focusing instead on the psychological implications of the relationship.

Mentoring in the Business World

"Much Ado About Mentors." Gerard R. Roche. Harvard Business Review, January - February 1979, V. 57, 14-28.

The article presents results of a survey of top executives concerning whether or not they have had a mentor, and relates this information to various aspects of the executives' careers. Roche also refers to other similar surveys and to various books on management and career development that mention the topic of mentorship in the business world.

"Everyone Who Makes It Has a Mentor." Harvard Business Review, July-August 1978, V. 56, 89-101.

The transcripts of interviews with three chief executives of a leading chain store business demonstrate how mentor relationships between the three played an important part in developing individual potential and in shaping the organization. Reflected in the interviews are ways in which the men affected each other's lives, how the mentorships fostered a philosophy of relating to others, and the importance of mentors or sponsors to both career and organizational development.

"Let Your Protégé Make His Own Way." Jane Bensahel. International Management, May 1977, Vol. 32, 44-46.

The author explains five rules that an executive should bear in mind when developing a protégé within the organization. These rules are geared toward a relationship in which the mentor gives the benefit of experience without overprotecting, smothering the personality of, or inhibiting essential testing and growth of the protégé.

"Why Be a Mentor?" T.J. Halatin. Supervisory Management, February 1981, V. 26, 36-39.

The article discusses how mentoring leads to both immediate and long-term benefits for the mentors, the subordinates (mentees), and the entire organization. It then provides a list of seven guidelines for a supervisor who wants to take the mentor role in establishing and maintaining an effective mentor relationship.

"The Four Stages of Professional Careers - A New Look at Performance by Professionals." Gene Dalton, Paul Thompson, and Raymond Price. Organizational Dynamics, Summer 1977, V. 6, 19-42.

Through interviewing 550 professionals about their own careers and about the characteristics of high- and low-performers, the authors found four distinct stages in professional careers. Each of the four successive stages --apprentice, colleague, mentor, sponsor-- involves different tasks, relationships, and psychological adjustments. The article explains how, by playing several key roles, professionals in the mentor stage help others move through the initial, apprentice stage. Following a thorough discussion of the four stages, the authors conclude by examining the implications of this career model for organizational behavior.

"Notes on Some Typologies of Managerial Development and the Role of Mentor in the Process of Adaptation of the Individual to the Organisation." Audrey Collin. Personnel Review, Autumn 1979, V. 8, 10-14.

The paper outlines some typologies of managerial and professional development. It then examines some aspects of the informal structure of an organization and the significance of the role of mentor within that structure. The author proposes that the mentor oversees the adaptation of the individual to the needs of the organization and thus influences the pattern of managerial development. The paper concludes with a discussion of the implications of this for management development programs and suggests some areas which call for further research.

"Management Development Roles: Coach, Sponsor, Mentor." The Woodlands Group. Personnel Journal, November 1980, 918-21.

The article distinguishes between the management development roles of coach, sponsor, and mentor; discusses ways in which training and development programs can encourage managers to perform these roles; and outlines benefits each of the roles can bring to the organization. The authors also point out gains and possible negative consequences of coaching, sponsorship, and mentorship.

"Mentoring." C. Edward Weber. Directors and Boards, Fall 1980, V. 5, 17-24.

Weber explores the concept of mentoring as a strategy in developing quality management. Topics discussed include mentorship for experienced managers and junior executives, the process of mentoring, personal and interpersonal qualities relevant to mentorship, and both the rewards and risks of this relationship. The author concludes that mentoring is time consuming, but worthwhile for both parties.

"The Mentor Partnership: Discovery of Professionalism." Janet A. Schmidt and Janice S. Wolfe. National Association of Student Personnel Administrators Journal, Winter 1980, V. 17, 45-51.

While directed toward the development of a professional staff of student personnel officers, the article encourages professional men and women to develop mentor relationships as a conscious practice. Presented are the functions of a mentor (role model, consultant, sponsor), guidelines for choosing a mentor, and inherent rewards for both mentor and protégé. Research pertaining to aspiring women professionals and psychological as well as political issues related to the mentor relationship are highlighted throughout the discussion.

"Mentors--The Key to Development and Growth." Mary C. Johnson. Training and Development Journal, July 1980, V. 34, 55-7.

In a brief guest commentary, the author gives her views on how a mentor can help one's professional development. She also makes suggestions for acquiring a mentor.

"The Mentor Connection." Janet Lowe. Dynamic Years, September-October 1980, V. 15, 51-54.

The article relates the experiences of several men and women who have been part of a mentoring relationship, including one such situation in which the mentor was paid by the mentee. Lowe also discusses reasons for becoming a mentor and benefits of the relationship to both people involved.

"Is the Mentor Relationship Primarily a Male Experience?" Mary F. Cook. The Personnel Administrator, November 1979, V. 24. 82-86.

The author refers to what she calls a "widely accepted management theory" that, despite quality of work, a person cannot successfully navigate the corporate structure without guidance. She then cites several studies that highlight the importance of mentors in the careers of male executives, and briefly discusses mentoring for women and the growing use of formalized mentor programs in large organizations.

"Be a Mentor and Leave a Lasting Legacy." Sylvia Rivchun. Association Management, August 1980, V. 32, 71-74.

Mentoring is discussed as an effective way to promote professionalism among people in the evolving field of association management (e.g., Adult Education Association). The author gives a good definition of mentoring, emphasizing the fluid, growth-filled nature of the relationship. Also discussed are the topics of initiating a mentorship, what mentors look for in proteges, potential dangers, and ways in which mentoring can profit those working in a field where most knowledge is not codified.

"The Ps and Qs of Mentoring." Security Management, February 1981, V. 25, 78-82.

The article is similar to an earlier one by Rivchun (above) in the way it relates mentoring to a specific field. Experiences of a few professionals in security management who have been mentors and/or protégés are related.

"Mentoring: A Concept for Gaining Management Skills." Wayne B. Lewin. The Magazine of Bank Administration, April 1979, V. 55, 6, 8, 59.

Focusing on effective management skills in the banking world, the author identifies five critical skills that the general manager must possess. He then discusses how mentoring can supplement formal skills training as a method of developing young people in the banking organization.

"Nurse Mentor System Cuts Costs, Boosts Quality of Patient Care." Jo Hohman. Hospitals, January 1, 1979, V. 53, 93-94, 101.

The nurse mentor system described has been used successfully in one hospital to solve several chronic problems and to provide ongoing staff development. The role of the nurse mentor, positive outcomes of the system (in terms of patient care and staff morale), and guidelines for successful program implementation are discussed.

"Mentors: Do They Work in PR?" Andrew S. Edson. Public Relations Journal, July 1980, V. 36, 18-19.

Relating mentorship specifically to the public relations field, the author presents views of several highly-placed professionals on the true value to a novice in PR of having the guidance of a mentor. Also cited are senior staff views on the intrinsic values of this relationship to mentors.

"Mentors Seen as Key Allies in Career Growth." Training, August 1980, V. 17, 107-108.

The article briefly summarizes results of a survey of 30 professionals (who attended a session on mentoring) about their experiences as mentors and/or protégés. Findings concerning age and sex differences in mentorship, the mentor's influence, and the growing interest in organizationally-sponsored mentor programs are reported.

Women Professionals and Mentors

"A Conceptual Analysis of the Mentor Relationship in the Career Development of Women." Elizabeth B. Bolton. Adult Education, 1980, V. 30, 195-207.

The article presents a conceptual analysis of the mentor relationship as an aspect of both social learning and the career development of women. It discusses role modeling and mentoring (including differences between the two processes), defines the term "mentor," and presents a model of mentorship that depicts career stages and functional relationships within each stage. Reasons for the current lack of mentor relationships for women and implications for those who want this form of socialization to benefit their career development are presented.

"Mentoring for Career Women." Penny George and Jean Kummerow. Training, February 1981, V. 18, 44-49.

Taking the basic position that a mentor can be a valuable asset to an aspiring woman executive, the authors present a balanced, comprehensive view of the subject. Topics discussed include advantages and hazards of having a mentor, qualities of effective mentors and protégées, how to choose and initiate a relationship with a mentor, and what the protegée can offer as her part of the commitment. The article approaches mentorship as a complex interaction and emphasizes the necessity of a woman taking responsibility for the relationship as well as for her own career.

"When the Mentor Is a Man and the Protégée a Woman." Lawton W. Fitt and Derek A. Newton. Harvard Business Review, March-April 1981, V. 56, 56, 58, and 60.

The authors interviewed 30 female managers, 24 of whom reported having mentors (all male). These interviews and those of 13 of the mentors revealed that in addition to activities pursued on behalf of male protégés, mentors to females must provide added encouragement and spend extra time "selling" their protégées to superiors. The authors also discuss risks and tensions associated with cross-sex mentorships and differences in organizational climate that affect the need for these relationships.

"Moving Up: Role Models, Mentors, and the 'Patron System.'" Eileen C. Shapiro, Florence P. Haseltine, and Mary Rowe. Sloan Management Review, Spring 1978, V. 19, 51-58.

Noting the emphasis that has been placed on role models and mentors as prerequisites for women's success, the authors discuss these variables and the extent to which they facilitate bringing women into positions of leadership and authority. Following a discussion of role modeling and its limitations, the article presents a continuum of "patron relationships" on which they place mentors, sponsors, guides, and peers. Relationships between an aspiring woman professional and each of these four types of patrons are compared and contrasted.

"Mentor Mania: The Search for Mr. Right Goes to the Office." Kathleen Fury. Savvy, January 1980, V. 1, 42-47.

As the title implies, the writer sees the current emphasis on the importance of a mentor to an upwardly mobile career as a fad that is potentially dangerous to women who may seek a male mentor without considering the implications of the relationship for her personal and professional development. Fury points out problems that may be incurred by protégées, distinguishes between mentorship and sponsorship, and suggests alternative ways to draw on resources available in the organization in order to meet career goals. The article also discusses various studies that surveyed men and women in business to determine the extent to which mentorships affected their careers.

"Women Finally Get Mentors of Their Own." Business Week, October 23, 1978, No. 2557, 74, 79, 80.

According to high-level professionals in a variety of U.S. corporations, the upward mobility of women can be greatly enhanced by the cooperation of female mentors, who are more sensitive to the particular needs and problems of aspiring women and who can be role models to them in ways that male mentors cannot. The article discusses how having a mentor can benefit women in terms of both performance standards and political skills, and how being a mentor can benefit the careers of executive women.

Women's Leadership and Authority in the Health Professions. Proceedings of the Program for Women in Health Services Conference, University of California, Santa Cruz, June 19-21, 1977. Available from EDRS,* ED 180 293.

Among the presentations made at the conference were two concerning mentorship, "Why Be a Role Model When You Can Be a Mentor"--Florence P. Haseltine--and "Go Hire Yourself a Mentor"--Mary P. Rowe. Haseltine argues that because so few women hold senior positions of authority and prestige, their significance, as role models, is offset by the number of low-paid women in unimportant or dead-end jobs. Therefore successful women must take a more active role as a mentor to a younger woman--providing guidance and access into the professional network. Rowe, while agreeing with Haseltine, admits that finding a mentor can be difficult. She suggests several ways to help a person initiate a mentoring relationship as well as to make it grow and become beneficial.

Role Models and Career Salience in Older Female College Students in Psychology. Martha Frost. Paper presented at the Annual Meeting of the Western Psychological Association, San Francisco, CA, April 1978, 13p. Available from EDRS,* ED 160 935.

Frost reports on the results of a questionnaire designed to determine the career salience of undergraduate and graduate college women and the importance of role models in shaping their career goals. Results indicate that the role models functioned as mentors, pushing the students to realize their full potential. Although the women were career oriented before linking up with mentors, the mentors did offer additional support and encouragement, particularly to women interested in nontraditional fields.

"Patrons, Rabbis, Mentors--Whatever You Call Them, Women Need Them, Too." Jacqueline Thompson. Master in Business Administration, February 1976, V. 10, 26-27, 30.

Referring to mentorship in the context of the "patronage system," the article explains why a job sponsor or mentor (who may be a boss or another executive) is essential to a woman charting a career in a large company. Possible pitfalls of this arrangement and characteristics of men who become effective mentors to women are discussed briefly.

"Mentors and the Successful Woman." Ruth Halcomb. Across the Board, February 1980, V. 17, 13-18.

The term "mentor" is used broadly to categorize anyone who helps a woman get to where she wants to be professionally. The author asserts that a mentor is crucial to career success and that most mentors will be men. The article relates the experiences of several women as protegées and discusses seeking a mentor, dangers of cross-sex mentoring, and functions that mentors may serve.

"Mentors: What They Can (And Can't) Do." Cynthia DeRiemer. Essence, December 1980, V. 11, 34, 39, 42.

The article briefly relates the experiences of five women in a variety of occupations who have had a mentor. Positive and negative aspects of mentorship are discussed.